



Le Cateau
Community Primary School

SEND Information Report

May 2024

Introduction

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Le Cateau Community Primary School for your children.

What kinds of SEN are provided for in our school?

We welcome children with a broad range of needs to our school. Special educational needs and provision falls under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Raising a concern or making a referral.

If your child already has an identified special educational need or disability

- Make sure that the class teacher is aware.
- You may want to contact the SENDCo to discuss a transition or integration plan.

If your child has an Education, Health and Care plan in place the local authority will have already consulted the school. You may want to speak to the SENDCo to discuss transition.

If your child already attends a setting you may want to ask the setting to contact with the school SENDCo to coordinate a transition plan

If you are concerned that your child may have an additional need...

- In the first instance talk to the class teacher – they work with your child every day and will be able to talk to you about their strengths and what they may be finding difficult.
- You may want to contact the Special Educational Needs and Disabilities coordinator (SENDCo).

Who should I talk to about my child's difficulties with learning / SEN or Disability?

The Class Teacher (CT) is the first person to talk to – they work closely with your child and know them well.

They are responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child; identifying, planning and delivering any additional or different support they may need; involving the SENCO as necessary.
- Meeting the parents each term to share, review and plan the next steps in learning. Recording this, on Insight, Support Plans
- Ensuring that all staff working with your child are helped to deliver the planned programme, so your child can achieve the best possible progress. This may involve Teaching Assistants (TA) and outside specialists.
- Ensuring they follow the school's SEND Policy in their class and for all children with SEND.

You may want to talk to the SENDCo, Headteacher or Governor.

What is the SENCO's name and how can I contact them?

SENCO is Mrs Claire Whitby (NASENCO trained) and she is responsible for:

- Co-ordinating all the support for children with SEND and developing the schools SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs.
- Ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing.
- Engaging the right specialist support for the Teachers. Liaising with outside specialists who may be coming in to help support your child's learning.
- Updating the school's SEND file / register (a system of ensuring that all the SEND of the children are known, so all staff can be supportive) and making sure that your child's needs and progress is recorded.

Telephone 01748 832 292

Email c.whitby@le-cateau.n-yorks.sch.uk

Who else can I talk to?

The Headteacher is Mr Ian Mottram he is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Telephone 01748 832292

Email headteacher@le-cateau.n-yorks.sch.uk

SEN governors are Beki Bulmer and Julie D'Arcy.

They are the Governing Body's champions for Learners with SEND and those with inclusion needs.

They will support and challenge the school to ensure that no Learner is treated less favourably, denied opportunity or left behind because they have additional needs.

Beki Bulmer email b.bulmer@le-cateau.n-yorks.sch.uk

Julie D'Arcy email j.darcy@le-cateau.n-yorks.sch.uk

Telephone 01748 832 292

The Inclusion team consists of Mrs Gilpin, our Learning Mentor with detailed knowledge and experience of Autism.

Mrs Burrows a highly skilled practitioner in Social Emotion and Mental Health needs.

What policies do we have for identifying children and young people with SEN?

Please read our Inclusion Policy alongside this document: <https://www.lecateauprimary.co.uk/our-school/our-policies/>

How do we assess their needs?

If we think your child may have SEN, the class teacher working closely with the Inclusion team will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to families and children regularly and liaise with other members of school staff. We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing:

We use Insight and GL to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use the Early Years Foundation Stage profile.

We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach. (see the Appendix on our Inclusion policy for more details)

- GL Assessments can help identify a difficulty with reading fluency, decoding or comprehension.

- GL assessments/Maths No Problem tests can help to pinpoint areas of difficulty for some children
- SNAP (Special Needs Assessment Profile) which can highlight specific learning and behavioural difficulties, and can generate a report that can be shared with parents/carers
- The Boxall Profile Tool can assess social, emotional and behavioural difficulties
- Verbo can assess communication difficulties

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- Neurodiversity Checklist
- Dyslexia and Dyscalculia Checklists
- Social Communication Checklist
- Social and Emotional Well-being Assessment
- Building Blocks for learning
- Executive Skills Assessment
- Attachment Assessment
- Sensory Evaluations
- Visual Assessment.

Some of these documents require that you complete a version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then collated and discussed with you.

Consulting and Involving – working together.

At Le Cateau Community Primary School we take parental concerns seriously and we strive to build good relationships with all parents/carers. We ask that in the first instance you contact the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs Whitby (SENCO) works closely with all class teachers.

Communication with you about your child's education includes the following as standard:

- Weekly Keeping in Touch (KIT) newsletters.
- Termly curriculum newsletters outlining the topic and providing details about the planned learning.
- Letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required.
- Twice yearly parent consultation evenings.
- Annual school report.
- Ongoing opportunities to speak to your child's class teacher, SENCO or Headteacher as needed either by appointment or informally, for example before or after school.
- SEND Coffee mornings and drop ins

- SEND parent workshops
- GAP parents forum.

Consulting with young people – Pupil voice.

The ethos within our school appreciates everyone's uniqueness; that we all have our own strengths and weaknesses.

The views of all children are listened to.

We run an active School Council who are involved in shaping the provision in school. We also have Class Ambassadors and Eco Council who are involved in school improvement and work within the local community.

- Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be done with the class teacher or TA. Some children may find it difficult to express their views verbally; if this is the case then alternative methods are sought; for example, by using visual prompts.

- Children with SEN are involved in setting and reviewing their own learning targets; these are outlined on their SEN Learning Plans. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupils' views are sought for annual reviews, as outlined above.

Assessing and reviewing children and young people's progress towards outcomes.

We use Insight and GL assessment to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use the Early Years Foundation Stage profile.

We meet termly with parents of children with SEN to hold review meetings and more often informally, as required.

SEN Learning Plans are updated to show your child's progress against their targets, set new targets and detail the support that they are receiving. They are shared with you and your child termly.

Supporting children and young people in moving between phases of education and in preparing for adulthood.

Transition between classes within school is carefully planned.

Additional visits to see the new class and teacher are planned where needed.

Where necessary, a transition book is provided for the summer holidays including photographs and information about the new class and topic. On some occasions, where necessary, a child has been invited into school on an INSET day at the beginning of a new term to have knowledge of any changes that may have taken place to the building during the holiday period.

At the end of each new school year, a staff meeting is held so that teachers can transfer information about individual SEND pupils to their new class teachers and discuss issues relating to that child.

At the start of the year, during our professional development training day, all school staff are made aware of those children on the SEND register. This ensures that children start each year from day one in a supportive and understanding environment.

Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEND reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary schools - Risedale School/Richmond/SFX/Wensleydale and work closely with them to ensure that transition for all pupils, and especially those with SEND, is smooth and handled correctly to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach.

Transition packages usually take the form of additional visits where children can familiarise themselves with the new site, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing activities in a series of sessions before moving up to secondary school.

Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated by the learning mentor to support children who may be feeling anxious about transition.

Transition into Reception is also carefully considered. We communicate with local nurseries to ensure that any individual needs are flagged up early on. We carry out nursery visits and organise transition days.

Approach to teaching

Le Cateau is an inclusive school and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible. If your child requires an intervention to help them address a specific difficulty we will always inform you of this, and give you the opportunity to discuss with the class teacher.

Additional support can be provided during lessons to help children with SEN.

This may include:

- additional or different resources
- breaking a task down into smaller chunks
- providing writing frames, visual supports and continued work using manipulatives
- additional support from an adult within school (teacher or TA)

- pre-teaching key information before a lesson so that the pupil is primed and ready
- small group work or 1:1 support
- Peer support may take place within a lesson, and/or between older and younger pupils.

Our Whole School Provision Map outlines the range of strategies and interventions that we can draw on to ensure that individual needs of SEND pupils are met.

We always aim to include children with SEND on all educational visits, including residential visits.

For the children with more complex needs, a more personalised package of support may be required.

For example, children may require sensory support, may need more access to the outdoor space or may need a more structured lunchtime. If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including specialist teachers (from the SEND hub), educational psychologists or speech and language therapists. We would always discuss this with you and seek your written consent before involving such agencies.

Should a child continue to make limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by the Special Educational Needs Information and Advice Support Services (SENDIASS), or by the Independent Supporters team. See the Inclusion Policy on our school website for more details.

Adaptations to the learning environment

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable in each class which is updated daily
- paired work or small group teaching
- providing coloured overlays
- pre-teaching

- social stories
- different styles of reading books
- adaptations to homework
- use of ear defenders or chewellery (chewable jewellery)
- use of ICT to record ideas e.g. Clicker 8 (see also: Computing Policy)
- quiet areas within the classroom
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources
- access to our Retreat and outside area including wildlife area

Further adaptations are detailed in our Whole School Provision Map.

Some children with a high level of need will also need a care plan or a health care plan, which may include a risk assessment.

Expertise within school

The SENCo is fully NASENCO trained and accesses the termly NYCC Senco Network meetings and Garrison Assist Senco meetings.

Teachers and Teaching Assistants have received training in Building Blocks for Learning, Emotion Coaching, Attachment and Executive skills that address aspects of the four areas of need (see number 1 above).

Some staff have been trained in intervention programmes such as NELI, Theraplay, Precision Teaching, Lego Therapy, Compass Buzz Emotional support, Talk Boost, Understanding Autism and British Sign Language. Interventions are listed on the Whole School Provision Map.

A rolling programme of up-to-date staff training (for both teachers and TAs) is in place, which covers specific areas of needs such as ADHD or ASD, as well as school-specific procedural updates. Training is delivered either in-house or through external providers such as educational psychologists or specialist teachers. In addition to the long-term CPD rolling programme, specific training is provided for individual staff members as and when the need arises.

Should we require additional support or expertise to meet a child's needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the North Yorkshire SEND hub.

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC hub teams in supporting the child. Parents and children are also involved in the process at all stages.

Evaluating provision

As outlined in other sections, we carefully monitor and track progress of children using GL assessments, Insight, Birth to 5 Early Years. We also use individual Learning plans, which are reviewed termly with parents and pupils, leading to new targets being set. We have high expectations for our SEND pupils and so do not necessarily wait until the review to update targets.

Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package.

Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress. Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps. These are celebrated in assemblies and form another communication link with for parents.

Engaging in activities

We provide a wide range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. We record attendance of SEND pupils for all extra-curricular activities in order to highlight areas where encouragement may be needed. We promote SEND representation in high profile roles such as school council.

Medium term plans in all subject areas specifically reference SEN provision and subject leaders monitor engagement using the Education Endowment Foundation (EFF) '5-a-day' checklist.

Emotional and Social development

Regular My Happy Mind lessons prepare all children for tomorrow's world by building resilient, balanced and happy minds. Developing the mental well being of all children.

PSHE lessons provide a consistent and differentiated approach to PSHE across the whole school, and the PSHE subject leader ensures that staff are aware of the need for SEND provision in this area.

We have a SEMH specialist TA and a learning mentor who have been trained in a wide range of interventions that can provide for children with social, emotional and mental health needs

Our initial professional development training day at the start of the year ensures that all staff are aware of the SEND pupils in school, and they are encouraged to interact with them during the course of the school day if opportunities arise (e.g. at dinner time or on the playground).

We use a whole school tracking system (CPOMs) to record, track and find patterns with any bullying incidents that might occur. We are acutely aware that pupils with SEND are more vulnerable in terms of bullying and safeguarding. Actions are immediately put into place to prevent escalation.

We hold an annual 'Neurodiversity Week' to raise awareness of a wide range of needs.

In addition, targeted work is carried out by class teachers, TAs and the learning mentor as needs arise.

Involving other agencies

We work closely with a range of external agencies to help meet your child's needs. This includes the Early Help Service (which has a team of family outreach workers who can support you at home), the Hub teams, the Healthy Child Practitioner team, educational psychologists and speech and language therapy services.

If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

Complaints

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see either Mr Mottram (Headteacher), Mrs Cafferty (Deputy Headteacher) or Mrs Whitby (SENCO).

If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to Mr Matthew Dixon (chair of governors) at the school.

SEN Governor – Julie D’Arcy

T – 01748 832 292

E – j.darcy@le-cateau.n-yorks.sch.uk

Chair of Governors – Mr Matthew Dixon

T – 01748 832 292

E – _cofg@le-cateau.n-yorks.sch.uk

Download a copy of SEN Information report

You can download a copy of our SEN information Report (including Appendix 1) by clicking the link below:

Add in website link when uploaded

APPENDIX 1

Acronym/ Abbreviation	Meaning
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
NYCC	North Yorkshire County Council
TA	Teaching Assistant
EP	Educational Psychologist
SpLD	Specific Learning Difficulties
C+I	Communication and Interaction
SEMH	Social and Emotional Mental Health (formerly Emotional and Behaviour)
SENDIASS	Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)

EHCP	Education Health and Care Plan (formerly Statement of Special Educational Needs)
EHCAR	Education Health and Care Plan Assessment Request
DCD	Developmental Coordination Delay
ASD	Autistic Spectrum Disorder
FASD	Foetal Alcohol Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
POSCH	Parents of Special Children – a charity/support group for parents and carers of children with SEN (poschcharity@outlook.com)
NYPACT	The parent and carer forum for North Yorkshire http://nypact.org.uk/
ELSA	Emotional Literacy Support Assistant
SPA	Single Point of Access (means of requesting additional support for children)
SALT	Speech and Language Therapy
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Services (Brompton House on Brompton Road)
CDC	Child Development Centre (based on Brompton Road, Northallerton)